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ABSTRACT

School-related programs of the Education For Parenthood Project are described. The purpose of the project is to provide young people with knowledge and skills to enable them to be effective parents. The rationale for such a program is based on the ineffectiveness of current laissez-faire policy in the schools, as reflected by problems of child abuse, retardation, infant care, drug abuse, and divorce rate for young marriages. High quality programs already in existence at Gathersburg, Maryland, Mt. Desert Island, Maine, Los Angeles, California, Dallas, Texas, Salt Lake City, Utah, and Battle Creek, Michigan, are described. An extensive survey of all existing programs is now being taken by the Education for Parenthood Project, with the long range goal of developing a comprehensive curriculum model. General subject areas for the model and general educational objectives are described. Also emphasized is the need for an instructional technology to make the content relevant and universal for youth. Finally, the importance of inter-institution cooperation and distribution of materials to schools and communities is discussed. (DP)

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Education for Parenthood and the Schools

What kind of parents will your grandchildren have? - If that question seems a roundabout way of asking what you have done to assure that your children will be good parents, that was its intent. Strange as it may seem, many grandparents are much more concerned about their grandchildren's welfare than they ever were about their own children's preparation for parenthood, although the lifelong effect of the latter on the former should be obvious to all.

Particularly given the complexities of modern life, can we as a society continue our "catch-as-catch-can" approaches to training for parental responsibilities; or, has the time come for a more thoughtful, systematic, vigorous approach toward developing our individual and collective competencies and resources in strengthening this aspect of American family life? In the belief that a new course of action is needed, the Office of Child Development and the Office of Education, joined by a great many State Education Agencies, local school systems, and community organizations, have combined resources in the support of Education for Parenthood.

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The primary purpose of Education for Parenthood is to provide young people with the knowledge and skills which will enable them to become effective parents, whenever they assume the responsibilities of that role in life.

For some, the need for parenthood education is immediate, as a significant number of our teen-agers are undertaking early childbearing and childrearing. In 1968, the latest year for which published statistics are available from the National Center for Health Statistics, approximately one of every 10 seventeen-year-old girls in the United States

was a mother. According to the Maternal and Child Health Service, an estimated 210,000 school-age girls under age 18 gave birth in 1971, and for nearly 15 percent of these girls, it was a second or later birth. Past experience indicates that in 60% of these cases the parents were married by the time the child was born; but that, married or not, close to 85% of all school-age girls giving birth kept their child and attempted to mother it. These and other statistics emphasize that school-age parenting is often really a matter of early family formation, under "high-risk" conditions resulting from, or accentuated by, inadequate understanding of and preparation for parenthood responsibilities - as evidenced by the fact that, during the 1960's, the rate of divorce among teen-agers was even higher than the rate of marriage among teen-agers, as compared with other age groups in this country.

For others, the need for parenthood education may be deferred - one, two, five, ten, or some other number of years beyond the completion of their secondary-school education. Whatever else they may do in life, however - whether teacher, artist, plumber, ". . . doctor, lawyer, merchant, chief" - the vast majority of these young people will also become parents. Furthermore, the last basic education available to them is probably that of the secondary school. For many, this marks the end of formal schooling. For those who do continue, their educational program is likely to consist of increasingly narrow technical specialities. From then on, parenthood education is characteristically "too little - too late"; a hasty retreat to a Dr. Spock paperback when the birth of the first child is imminent.

In recent years, a great deal of attention has been given to the need for school systems to provide their students with the basic competencies which they will require to adequately meet the various role expectations of adult life; such as those of advanced learner, citizen, worker, consumer, and environmentalist. Yet, all too often, the importance of the parenthood role - to individuals and to our society as a whole - and the need for parenthood education has been either neglected or given an extremely low priority in school curriculum development. There is more emphasis by State and local school systems upon the satisfactory completion of a driver education course by secondary-school students, than there is a similar emphasis upon the satisfactory completion of a parenthood education course. As important as good driving skills are to the prevention of deaths, injury, and property damage on the nation's highways; the maneuvering of a modern automobile is nowhere near as significant, or complex, as the rearing of a child in modern society.

There are those, of course, who question whether parenthood education should be a responsibility of the school system at all. Many of these point out that, since schools have not been very active in this area, some other social institutions must have been accomplishing the necessary instructional tasks. The social institution usually mentioned is that of the family. If, indeed, the family ever has been a good source of parenthood education, by providing opportunities for observing one's own parents performing in their role or by providing opportunities to care for one's siblings under parental supervision - these opportunities are considerably fewer in today's family than in that of yesteryear. According to the 1970 White House Conference on Children report, approximately one out of every five young people

between the ages of 14 and 17 did not live in a two-parent family in 1970. Along another dimension, one hundred years ago the average family in the United States had five children, while today the average family has 2.3 children. Add to these statistics the phenomenon of "family activity fragmentation" resulting from differing vocational and avocational pursuits, and it becomes obvious that fewer and fewer young people reach adulthood having had effective learing opportunities through watching parents in action or through practical experience in assuming responsibility for other children.

This is not to say that family-based parenthood education opportunities are to be written off. Neither should community-based, organization/agency-based, or media-based parenthood education opportunities be overlooked. In fact, the demands of the situation call for the integrated development of each of these resources within the context of a comprehensive Education for Parenthood program. However, inasmuch as schools traditionally have been given the responsibility for systemic formal education in our society, we are saying that the development of school-based parenthood education opportunities are essential to achievement of the primary goal.

One thing is certain, our existing laissez-faire approach to parenthood education leaves much to be desired. The 1970 White House Conference on Children report provides us with many statistical indicators of need for improved parenting skills:

- infant mortality rates in the United States are higher than the rates in twelve other major developed nations

- between 100,000 and 200,000 U.S. babies born each year are mentally retarded
- among pre-school children (under 6 yrs.) in the U. S. in 1968-69; diets of 51% of boys and 56% of girls were substandard in Vitamin A
- 15,000 children under age 15 die from accidents each year in the U.S. (1966); another 19,000,000 children are injured severely enough to seek medical care or restrict their usual activity. Most accidents involving children occur in the area of the home
- among children aged 5-14 in the United States surveyed in 1963-65, 1 in 4 had never seen a dentist
- the proportion of young people arrested as abusers of dangerous drugs doubled between 1964 and 1968
- the number of children under 18 years of age involved in (affected by) divorce and annulments in the U. S. in 1965 alone was estimated at 630,000
- although statistics are incomplete, child abuse has become a problem of critical concern, with more than 1/3 of surveyed cases affecting children 3 years of age and younger.

PS 006858

Of course factors other than deficiencies in parenting skills (particularly that of poverty) contribute to these indicators. Nevertheless, each of the citations represents a problem area which could be alleviated through increased parental competencies resulting from improved parenthood education.

Many school systems throughout the United States have recognized their responsibilities and have taken up the challenge presented them in the parenthood education arena, as the following descriptions* illustrate:

Gaithersburg, Maryland

Perhaps the most unique feature of Gaithersburg's unusual and exemplary Education for Parenthood program is the total integration of the child development and nursery school programs. This intermeshing of experience and theory is built into the program - in large measure by one teacher's assumption of two roles: high-school child development teacher and nursery school teacher.

As a adjunct to the child development program, the nursery school is, in fact, in operation because it provides adolescents in each of the three child development classes with the opportunity to work with the same preschoolers on a long-term basis. This affords each class a common basis for the analysis of behavioral and growth patterns, emotional and learning needs, personalities, etc. If the preschoolers are suffering in any way because their program is actually being operated as a tool for teaching adolescents (rather than as a separate program) it is in no way apparent to the trained observor.

Nursery school classes are not begun until high school students complete six weeks of study and practical preparation. But as soon as the nursery opens, the adolescent students immediately assume the teaching role with the teacher-supervisor surving as resource-support person. When help is needed, students turn to each other. They involve the supervisor only when absolutely necessary.

*Program descriptions written by Linda J. Finkelstein.

Student independence is, in part, the result of an open learning environment in which teacher and students share the responsibility for curriculum development. However, while students share in much of the decision-making, teacher expectations are very clear, and student areas of responsibility are well defined.

In the child development course, each student independently assumes four distinct functions weekly. One day the student serves as nursery school teacher for one full period; another day he is an observor of other teacher teams; a third day he does research in child development; the fourth day he plans for his next teaching experience. The fifth day, with nursery school not in session, is spent with the teacher and other students analyzing and evaluating the week's experiences.

High school students in other departments are involved with the nursery school children. Industrial arts students construct climbing equipment and make needed repairs. Auto body students keep tricycles and wagons in good repair. Youth studying speech practice storytelling, while drama students put on plays, music students demonstrate instruments and teach the children songs, and horticulture enthusiasts help the preschoolers plant a garden.

Another unusual program feature - a combined career and parent orientation. Since the course is officially considered basic preparation for future study in child psychiatry, psychology, pediatrics, and education, as well as for parenthood generally, the course attracts a diversity of students - the career-and the non-career oriented, boys as well as girls.

Mt. Desert Island, Maine

The vision and initiative of a home economics teacher sparked the creation of an Education for Parenthood program at Mount Desert Island High School. After developing a curriculum, "Suggested Guide for Wage Earning and Child Care Services" for a master's thesis, Mrs. Jean Fernald applied for and received a grant from the Office of Economic Opportunity to run a child development project on Mount Desert Island. The further effects of her work - the dissemination of the curriculum by the Maine State Department of Education, and the subsequent initiation of other Education for Parenthood courses in the state.

The child development program that was created, as it operates on Mt. Desert Island, prepares 12 high school senior girls for careers in child care and for parenthood. The program combines two days of formal classroom instruction each week with three days of work in the school's nursery. While the nursery school is operated by a teacher with the assistance of a student teacher, there is a great deal of interaction between the various groups in the classroom - children, the high school girls, and the teachers. Each high school girl has definite and rotating responsibilities with the children. The nursery school is well equipped and the facilities are enormous.

The wage-earning course itself is broad in scope, with attention given to the differences between child-care centers and day-care homes, the job of child-care aide, and general pointers on job preparation and money management. A good deal of time is given to understanding the child - in relation to his family and the center - through his play.

The child's educational, nutritional and health needs are dealt with in units on music, books, and science; food and childhood eating habits; and in the study of the health and safety of children. Some attention is also given to infant care.

A second component of Mt. Desert Island's Education for Parenthood program, a pre-natal course, has a more traditional orientation with students studying pregnancy, fetal development, medical needs, and the like, in a typical classroom setting.

The third offering is an introductory course in child development available to high school sophomores, which bears no direct relation to the senior-level programs described above except as students observe the nursery school operation.

Los Angeles, California

Locke High School's development of an Education for Parenthood program is also the handiwork of one woman, proving again that a comprehensive parenthood education course can become a reality if a dedicated person develops a sound plan, accumulates some knowledge of funding sources, and secures community support.

Community support is one of the program's strongholds. Indeed, residents living in the Model Cities area of Watts served by Locke got the ball rolling when they perceived a multiple need: the school lacked training for potential parents, child-care training for interested students who otherwise might not be equipped to perform productive

work, and a means to enable students to remain in academic classes while also receiving some practical training in child care. Education for Parenthood seemed to be the answer.

A number of organizations became involved in the effort. Community-based groups supported the program from its inception and rallied support for it by helping with publicity. They also helped to raise the money needed to build a day-care complex which is now under construction with partial funding from the Department of Housing and Urban Development and the Los Angeles Unified City School District. The Center will house the high-school students enrolled in Education for Parenthood classes, as well as 200 preschoolers in a day-care program, a mental-health unit, and a health unit.

Child development students work regularly with young children, but in a variety of settings. With no set practicum, adolescent students have the opportunity to work with youngsters in day-care centers, Head Start classes, in the children's library, in pediatric clinics, in the primary grades of local elementary schools, and in arer nurseries.

Dallas, Texas

That an Education for Parenthood program can benefit junior high school youngsters in proven daily in Dallas' E. D. Walker Middle School. There, in an open classroom setting, young adolsecents---12 to 14 years old---study "Personal Living" as they work with young children. The actual Education for Parenthood program is held in a

classroom area adjacent to the playschool which is operated each day for groups of preschoolers. Students, therefore, move from an academic setting into the practicum with unusual ease; indeed, most of their formal instruction occurs while they are working and interacting with the children.

Does the program impact upon the young girls enrolled in it? Many of the students believe it does. They are particularly enthusiastic about the self-knowledge they have gained from working closely with young children.

A number of ingredients insure the program's success: a teacher capable of relating to adolescents as well as to pre-school children, a supportive administrative structure (from central office personnel to principal), and an attractive, colorful, light school-building with flexible classroom space which seems to lend itself to doing things somewhat differently, somewhat creatively.

Salt Lake City, Utah

Salt Lake City's Education for Parenthood program operates within a comprehensive high school. Its success is in no small way attributable to the ideas and dedication of young, exciting teachers who have the continued support of local administrators.

At present, the program attracts very few - if any - boys; however, with a newly-adopted open-enrollment policy, former sexual distinctions surrounding courses are breaking down. Girls are beginning to enroll in shop courses, and it is anticipated that boys will soon enroll in Education for Parenthood programs.

That male students are interested in child care and child development was apparent during the summer months when an Education for Parenthood teacher operated an experimental nursery school. A number of area boys and girls helped to run the entire operation.

The practicum for Salt Lake City's Education for Parenthood program is limited to a nursery school which operates three days a week for a five-week period. The other experiences students have with young children are observatory in nature.

Idea-sharing is an important part of Salt Lake's effort at evolving an effective Education for Parenthood program. Periodically, all of the city's parenthood education instructors get together to share ideas and insights. In addition, teachers are actively working to build up a resource library. Pre-existing information is being gathered; new material is being created.

The program in Salt Lake City is definitely not career oriented. However, the city offers a day-care-aide program to students interested in vocational training in child care.

Battle Creek, Michigan

The Calhoun Area Vocational Center, which serves fifteen school districts in the Battle Creek area, offers Education for Parenthood as well as vocational preparation for prospective elementary-school aides and day-care-center aides in its child-care-aide course of instruction. The course builds upon a general course in family living and child care taken by students in their sending schools, in accordance with Michigan law.

The central focus of the child-care-aide program involves working with young children in the nursery school operated within the Vocational Center. Complete with a well-equipped playground, one-way observation windows between classroom and child-care areas, and closed circuit television and other audio-visual instruction capabilities, the course facilities are extremely well designed.

After about one month's course work, students are assigned supervised experiences with young children (3 and 4 years of age) in the "in-school" care center, on two days of each week. During the second semester most of the course students are placed in several public and private day-care centers throughout the Battle Creek area.

Extensive use of films also adds to a broad base for discussing child growth, development, and care situations. Materials and methodology used in the Battle Creek program are competency-based; featuring performance objectives, student contracts, and individualized instruction designed to develop student skills which will enable the Vocational Center to certify graduates as child-care workers. The teachers of the program are involved in a variety of intrastate and interstate curriculum-development efforts.

The success of the Battle Creek program is evidenced by the fact that the supply of those who complete the child-care-aide course cannot meet the demand by arer child-care service agencies.

As one major activity within the Education for Parenthood Project, the Office of Education and the Office of Child Development, in cooperation with State Education agencies, are conducting a survey of existing programs contributing to Education for Parenthood. Although this survey is in its early stages, our analysis of the content of exemplary programs is beginning to structure a comprehensive Education for Parenthood curriculum model. In response to the general question, "What do young people need to know to enable them to become effective parents?" existing programs are indicating that these major unit topics are important:

Biological Factors of Human Reproduction

Influences of Heredity and Environment

Pregnancy, Pre-Natal Development and Childbirth

Prenatal and Postnatal Care for Mothers

- Influences of Maternal Nutrition

Infant Care

- Nutrition for Young Children
- Health, Protection and Safety of Children

Child Growth and Development

- Personality and Social Development
    - Approaches to Discipline
- Perceptual and Cognitive Development
- Physical Development

Sequential Aspects of Growth and Development

- The First Year
- Two and Three Year Olds
- Four and Five Year olds

Individual Differences in Children

The Handicapped Child

- Prevention of Child Handicaps
- Working with Handicapped Children

Creative Activities for Children

- Childrens' Play
  - Developmental Toys
- Children's Art
- Music and Dance for Children
- Children and the World of Work

Family Structure and Functions

- Influence of Family Environment on Child Behavior

Parental Roles and Responsibilities

Human Sexuality and Responsible Sexual Behavior

Family Planning and Population Growth

Community Resources to Aid in Parenting

Child Care Arrangements

Skills Required for Effective Work with Children

- Learning by Observation of Children
- Counseling Young Children
- Tutoring the Young Child

Not all existing programs give attention to each of the foregoing topics, of course; nor is each topic given equal emphasis when included in a given curriculum. Priorities of content, sequence, and emphasis should not only be decided by each local community designing and implementing a parenthood-education curriculum, but each program within the curriculum should also be custom-tailored for the specific target group for which it is intended.

The existing-programs survey is intended to assist interested local communities and school systems in the design and implementation or modification of parenthood education programs by: identifying exemplary programs which might "link-up" with other programs in cooperative regional-program-development activities; identifying exemplary materials which can be reproduced and disseminated to others interested in similar topics; and, by identifying resource personnel, with particular aptitudes and experience within specialty areas, who might provide technical assistance to others. A parallel survey of available commercially-developed materials in parenthood education will also be a part of this "clearing-house" activity. The results of these survey activities in the form of two summary booklets and illustrative program materials are available from the Office of Education upon request.

To the harried school administrator who sees parenthood education as a total addition to an already over-crowded curriculum, we are quick to point out that Education for Parenthood activites can contribute to other important objectives of the schools:

- by providing education in substantive content areas which are applicable to a variety of child-service careers (e.g., elementary-school teacher or aide, day-care center supervisor or worker, pediatric health service worker), as well as to parenthood
- by providing practical experience with young children which will assist adolescents in making realistic choices regarding <u>ultimate careers</u> within the child-service arena

- by providing training which will enable young people to better pursue immediate careers by providing increased competencies in child-service occupations open to teen-agers (e.g., baby-sitting, camp counseling, hospital aid, cross-age tutoring), thus legitimizing youth-service roles in a contemporary society which has systematically excluded youth from opportunities for contribution in other areas of endeavor
- by providing opportunities for supervised work with young children in a neutral environment which should contribute to a better understanding by the adolescent of his or her own growth and development and that of siblings, the basis and quality of interaction among siblings in his or her own family, and the motivations and constraints involved in interaction with one's own parents
- by providing, through study of and experience with young children; an opportunity for youth to appreciate the needs of children in modern society, the individual and group activities necessary to meet these needs, and the responsibilities of a range of institutions in society, beginning with the family, in effectively and adequately providing necessary activity programs - thus, creating within the new generation a spirit of child advocacy which will counter the many tendencies in our present society which can best be labeled "anti-child."

The sum total of these objectives, we believe, warrants a reexamination of current secondary-school curricula toward the inclusion of programs which are essential to the preparation of young people for parenthood - lifework in the truest sense.

Of equal importance to the concern for program content in parenthood education is that for an instructional methodology which will make curriculum content meaningful to the student, a key factor in the retention of learning. Our survey of existing programs reveals a number of generalized approaches which are to be recommended:

- field-site practicum or child development laboratory - provides real life opportunities for observation of infant behavior, interaction with young children, and assessment of the value of differing techniques utilized by adults in child-care activities
- films, film strips, audio casettes - enables the instructor to bring case studies into the classroom which would be difficult to observe in their natural setting
- group discussion - often centered around problems experienced by the students during practicum or laboratory assignments
- observation instruments - rating scales, flow charts, check lists and other forms which encourage the student to analyze what is happening within the dynamics of a human-interaction situation involving young children, as a basis for learning why certain behaviors were exhibited by the participants, and how participant behavior might be made more constructive
- competency-based planning and evaluation - design of a program around those specific competencies desired in learner achievement, diagnosis of existing student-competency levels, and the prescription of new learning experiences to enable optimun progress along a competency continuum.

Again, as with content, the most effective mode of instruction must be determined within the parameters of existing local circumstances, and in accordance with the requirements dictated by the nature of the substantive content itself.

In deciding upon instructional approach in parenthood education, two particular strategy goals should be kept in mind - relevance and universality. Will the instructional approach utilized convey to the student a "traceable, significant, logical connection" between the material under study and its use in parenthood or in a child-service career? Will the instructional approachutilized attract, involve, and benefit all secondary-school students in the one anticipated experience and responsibility which is common to more adolescents than any other which life is likely to offer.

The question has logically arisen, given that there are existing programs which contribute to the parenthood-education objective (supported under vocational education - home economics and child-service career education; school-age parent programs; and, supplementary centers and services), as to why a new effort in Education for Parenthood is necessary. The response can best be made in three parts:

- present programs reach but a small fraction of those who will eventually need parenthood education. During school-year 1969-70, one-ninth of the nation's secondary-school population enrolled in vocational education/home economics courses of all types. However, among the total secondary-school male population, less than two percent enrolled in any type of vocational education/ home economics course, and the specific areas of family

relations, child development, and care and guidance of children enrolled but 37,987, 5,503 and 2,974 male students, respectively, in the entire country during 1970-71.

- while many existing programs are excellent, the quality of content and methodology leaves much to be desired in many instances, especially where field-site practicuum or child development laboratory experiences are lacking.
- many programs are confined solely to one instructional area within the secondary-school curriculum, rather than drawing upon the total resources of the entire school system. In addition to vocational education, the areas of early childhood and elementary education, health and physical education, social studies, biological science, fine arts, and guidance and counseling have much to contribute to a comprehensive school-based Education for Parenthood program.

We need to recognize that the responsibility of teaching for effective parenthood calls for improved relationships among concerned institutions: the articulation of program efforts at the secondary-school level with those in elementary education and adult education; the examination of contributions which can be made by organizations and agencies in the allied fields of health and social services; and, the coordination of efforts in the public and private sectors of our society. Especially crucial, is our attention to the relationship of service institutions to the integral family unit, rather than to discrete clients therein.

Thus, as we learn more of the importance of the formative first years in preparing a child for participation in life-long learning, the role of the school is destined to change. In its ideal form, the concept of

"early intervention," envisions the parent, under whose supervision some of the most complex learning required of a human being (i.e., walking and talking) is accomplished, engaging the child in developmental educational activities from the day of birth. The school teacher functions under this arrangement as a trainer of and consultant to the "parent-teacher", rather than as a direct provider of instructional service to the child. Simple logic would appear to indicate that it would be most efficient to begin establishing the processes of such a relationship with prospective parents while they are still involved in their formal educational pursuits.

Change usually in a slow process in school systems, particularly where deliberate change strategies are not employed. Education for Parenthood recognizes that it is easier for school systems to adopt and adapt available curriculum materials and instructional techniques, than it is for them to invent new materials and techniques. Therefore, in addition to locally-developed innovations discovered through the existing-programs survey, the results of specific new developmental efforts designed to produce curriculum packages for use in parenthood education will also be made available to interested school systems and community organizations, as a second major activity within the Education for Parenthood Project.

One such package is a course of study entitled, "Exploring Childhood," being produced by the Educational Development Center, Inc., of Cambridge, Massachusetts.* "Exploring Childhood" will be a one-year elective course

*The remainder of this paragraph is taken from Education for Parenthood, a joint OE/OCD publication.

for teen-age boys and girls - adaptable to the needs of adolescents of varied cultural backgrounds. Students will spend part of their time in the classroom, learning about child development, the needs of children, and family relationships through especially prepared workbooks, films, and audio-cassettes. Then they will go to child care centers to work actively with young children under the supervision of their own teacher and a preschool teacher. Parents of students and of the young children will be involved in the program. Along with special materials for students, the course will include comprehensive teacher guides, suggested plans and materials for teacher training, and a manual for school administrators interested in setting up "Exploring Childhood" in their districts. This manual will contain suggestions on organizing class and field activities, arranging transportation, and possible sources of funding.

A second curriculum effort is concentrating on the production of teacher materials organized as Curriculum Modules for Child Care/Development Occupations, by a team of curriculum developers funded under an Office of Education grant.* The objective of this project is to prepare a continuum of curriculum in module form for use in training persons entering employment or already employed in occupations related to child care and to child growth and development. The modules will be competency based and designed for non-sequential use if feasible. They will be designed as separate, self-contained units which may be used singly or in combinations. Pre and post assessment strategies will be a part of each module so that students may move in at their level of competency and progress at their

*The remainder of this paragraph is taken from the project work statement.

own rate. In addition to the teaching modules, a rationale and guidelines for administrators will be prepared; to include such topics as: survey of community needs, utilizing advisory groups, program development, criteria for selecting teachers, public relations, etc.

A third "new curriculum" is being designed specifically for the school-age-parent target group by the Consortium on Early Childbearing and Childrearing, Washington, D. C. Special attention is being given to the unique curriculum requirements regarding content, sequence, emphasis, and methodology resulting from the circumstances of adolescent pregnancy, the special needs of teen-age parents, and the particular constraints of educational programs which are developed to assist young persons confronted by the prospects or actuality of early parenthood. The general content areas of health and hygiene, child development, child care, legal concerns, interpersonal relationships, and, education and career development are being given initial consideration.

Education for Parenthood, then, seeks to build upon the base of the best existing endeavors with new perspectives, new ideas, new materials, new practices, and new energies - so that every child in our future may proudly acclaim that he or she has <u>the best parents in the World</u>!

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